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TECHNIQUE**

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IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE

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Abstract: This research was carried out to improve the students' reading comprehension on narrative text, especially main idea and moral value through Reciprocal Teaching technique. It was a Classroom Action Research which was conducted in two cycles. The subject of this research was Grade XI IPA 1, numbering 32 students. The data was collected using observation checklist, fieldnote, and test. The data was interpreted by describing the observation checklist and fieldnote. It also used mean score and percentage to scoring the test. The results indicated the students' reading comprehension on narrative text improve in two cycles through Reciprocal Teaching technique. The students' comprehension on main ideas moral values was better in the second cycle than the first cycle which was shown by the percentage of its aspects. In the first cycle, the students achieved 65,71% for the main idea, and 33,33% for the moral value; while in the second cycle, the students achieved 70,53% for the main idea and 65,58% for the moral value.

Key words: Reciprocal Teaching Technique, Narrative Text

Abstrak: Penelitian ini dilaksanakan untuk meningkatkan kemampuan siswa memahami teks naratif, khususnya ide pokok dan nilai moral dengan menggunakan teknik Reciprocal Teaching. Penelitian ini adalah sebuah Penelitian Tindakan Kelas yang dilaksanakan dalam dua siklus. Subjek dari penelitian ini adalah Kelas XI IPA 1, yang berjumlah 32 siswa. Data penelitian dikumpulkan melalui ceklis observasi, catatan lapangan, dan tes. Data tersebut dianalisa dengan mendeskripsikan ceklis observasi dan catatan lapangan. Analisa data juga dilakukan dengan cara mencari nilai rata-rata dan persentase dalam menilai tes. Hasil penelitian menunjukkan kemampuan siswa memahami teks naratif meningkat dalam 2 siklus melalui teknik Reciprocal Teaching. Pada siklus kedua kemampuan siswa dalam memahami ide pokok dan nilai moral lebih baik daripada siklus pertama sebagaimana yang ditunjukkan oleh hasil persentase dari masing-masing aspek. Pada siklus pertama, persentase siswa dalam memahami ide pokok adalah sebesar 65,71% dan sebesar 33,33% dalam memahami nilai moral; sedangkan pada siklus kedua, persentase siswa adalah sebesar 70,53% untuk ide pokok dan 65,58% untuk nilai moral.

Kata kunci: Teknik Reciprocal Teaching, Teks Naratif

Reading is an activity of absorbing information from all readable sources. It is an active process consisting of recognition and comprehension skill (Patel and Jain, p.113). By having comprehension, someone can be claimed that he has done the process of reading, and get information stated in the text. Duffy (2009, p.27) stated "Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading". In other words, comprehension is the important aspect of reading.

At school, especially Senior High School level, reading comprehension takes most part in English subject. As a proof, in daily tests, the teachers tend to give the students reading comprehension rather than writing test, listening test or speaking test. Unfortunately, the students cannot comprehend English texts well. They are difficult to recognize the information of the text or answering the comprehensive questions. It also happened in Grade XI of IPA 1 SMA Negeri 10 Pontianak.

Based on the observation done by the researcher, regarding to the result of reading comprehension task on narrative text, only few of them passed the standard minimum score. This was because of the excitement of the students toward the teaching learning activity was low. The students were passive during the classroom process that affected their ability in accomplishing the task. The teacher applied the conventional way of teaching; meaning the teacher explained the material and then gave the task without giving the students chance to take part actively in the process.

Based on the problem above, the researcher decided to conduct a classroom action research which focused on the students' comprehension on reading narrative text with the purpose of helping students to improve the reading comprehension, especially on main idea and moral value of the narrative text. For the research, the researcher applied Reciprocal Teaching technique as a trusted technique. Then, in order to conduct this research well and to get good results, the researcher formulated two research problems related to the problems found previously. The research problems focused on how Reciprocal Teaching technique improved students' reading comprehension on Narrative Text, and how well the students' improvement in finding main idea and moral value was after conducting this technique.

Reciprocal Teaching is an instructional technique based on modeling and guided practice, in which the instructor models a set of reading comprehension strategies and then gradually cedes responsibilities for the strategies: summarizer, questioner, predictor, and clarifier, to the students (Young, 2006). This technique was introduced by Palinscar and Brown in 1984. It was an instructional technique in which the students and the teacher did interaction. The study which had been done Palinscar and Brown showed that Reciprocal was powerful to help the students improve the reading comprehension.

As the education develops, Reciprocal Teaching is not any longer only the interaction between the students and the teacher. In many studies, the instructional strategies has developed becoming the horizontal interaction among students that lead them to the peer teaching in group discussion. This horizontal interaction is used by the researcher. The researcher concerned on the interaction among the students (student-centered) in which the students sat in group and acted as the

strategies. Instead, the teacher was only the facilitator, motivator, as well as the learning provider. In this research, before the students played the roles, the teacher modeled how to do the strategies for the first time, and after that the students did the roles. The researcher believes this technique has helped the students comprehending narrative text on moral lessons and main ideas because the four strategies are very powerful to dig the important information in narrative text.

METHOD

This research is a Classroom Action Research. Action research methods were proposed by Kurt Lewin in 1946, as a research technique in social psychology. His process was cycling; involving a non linear pattern of planning, acting, observing, and reflecting on the changes in the social situations (Ferrance, 2000, p.7). Cohen, Manion, and Morrison (2005, p.226) define classroom action research may be used in any setting where a problem involving people, in this case is the students, tasks, and procedures carry out for solution, or where some changes of future result in a more desirable outcome.

Lewin described Classroom Action Research into 4 steps in each cycle: planning, acting, observing, and reflecting. The researcher followed these steps, and conducted the cycles twice (2 cycles). The researcher plans an activity or some activities that can overcome the problems appear in the classroom. The teacher as a researcher has to do a treatment; that is by using the technique which is trusted as the powerful one to help the students for achieving a better result and process of learning.

In the planning stage of the first cycle, the researcher had identified the problem, decided a powerful technique (Reciprocal Teaching technique), created a lesson plan as a guideline, prepared learning aids, prepared 2 kinds the observation checklist and a field note. In acting stage, the researcher who acted as a teacher provided the activities as being planned; and the students did the ctivities. In observing stage, the observer who was the researcher's collaborator observed the students and the researcher, as well as took notes. In the reflection stage, both the researcher and the observer reflected what had been done; and decided to conduct another cycle as the result of the reflection was not satisfactory.

In the planning stage of the second cycle, the resercher had identified and mapped the the reflection from the first cycle, revised the lesson plan, preparing a video of Reciprocal, and completed all the things which had missed in the first cycle; such as the text handouts, Reciprocal sheets, test sheets, and material handouts. In the acting stage, the researcher did her duties as the facilitator, activity provider, and motivator. In the observing stage, the observer observed the activity. In the reflection stage, the researcher and the observer reflected all the activities had been done, and made decision that the result of the activities was satisfactory; so that, the cycle could be stopped in the second cycle.

This research was conducted in second grade of Science Class I of SMA Negeri 10 Pontianak which consisted of 32 students. The reason for choosing this class was because the researcher found more students who had difficulties in comprehending the narrative text. In collecting the data, the researcher used observation checklist which was divided in two types : teacher's performance and students' performance, fieldnote to record the unexpected activities happened in the classroom, and test in form of essay questions consisting 10 questions.

FINDINGS AND DISCUSSION

a. Findings

After conducting Reciprocal Teaching technique for two cycles, the students' reading comprehension on narrative text improved, especially moral value and main idea. Moreover, the process in the classroom activity also improved from the first cycle to the second cycle. Below is the further explanation of each improvements:

1. Students' mean score

Based on the result of the test, after conducting Reciprocal Teaching technique twice, the students' score improved from the first cycle to the second cycle. The improvement was shown by the result of students' mean score and also the students who passed the standard minimum score. The improvements can be seen in the following charts:

Chart 1 : Students' mean Score on Each Cycle

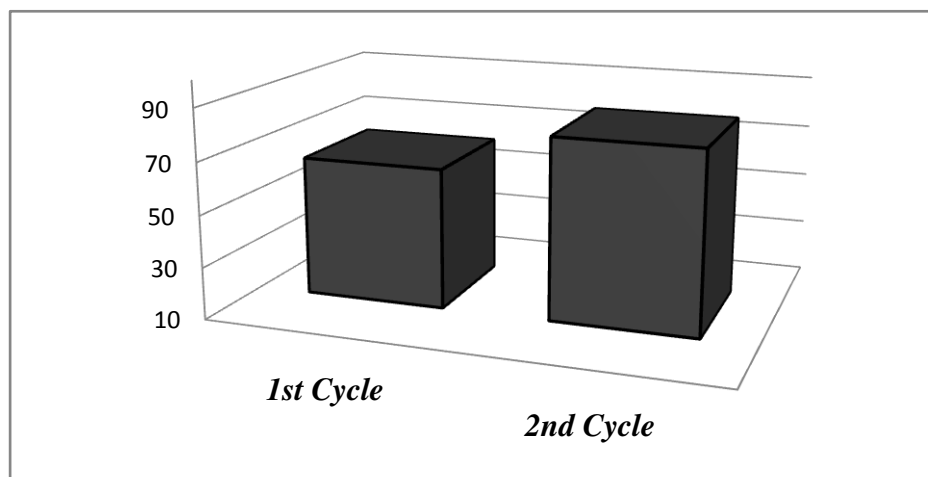
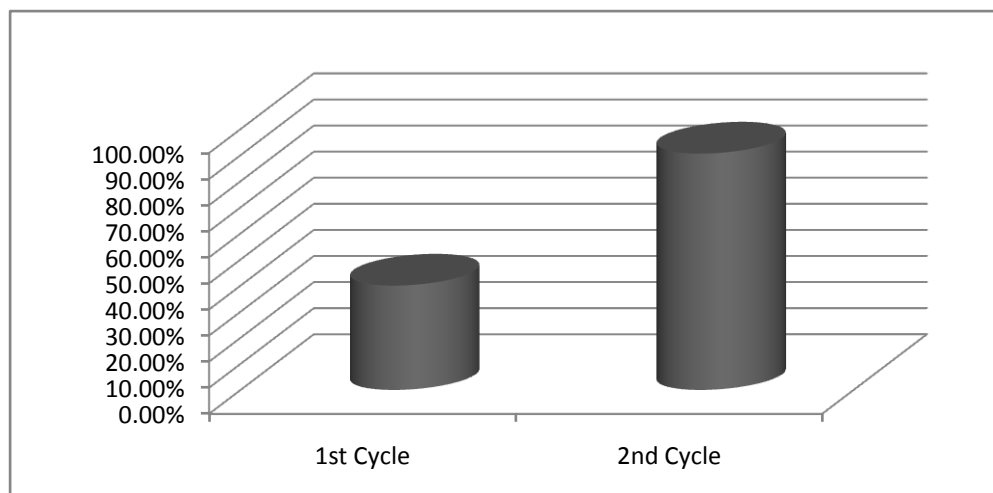


Chart 1 above shows the students' mean score in the first cycle and the second cycle. As it displayed, there is an improvement from the first to the second cycle. In the first cycle, the chart of the first cycle shows 64,16; meanwhile, in the second cycle, the mean score is 79,84. This improvement is strengthened by the percentage of students who pass the KKM, as described in the following chart:

Chart 2 : The Students who Passed the KKM



In Chart 2, there is a significant improvements of the students who passed the standard minimum score (KKM). In the first cycle, the percentage is only 40%. Meanwhile, in the second cycle, the percentage improves to 90,62%. This happens because in the second cycle more students answer the questions correctly.

2. Teacher's performance

Based on the observation sheet of teacher's performance, there happens an improvement from teacher while conducting the classroom activity. The teacher's role as a facilitator, activity provider, and motivator improves in the second cycle, as in the following chart:

Chart 3 : The Result of Teacher's Performance on Each Cycle

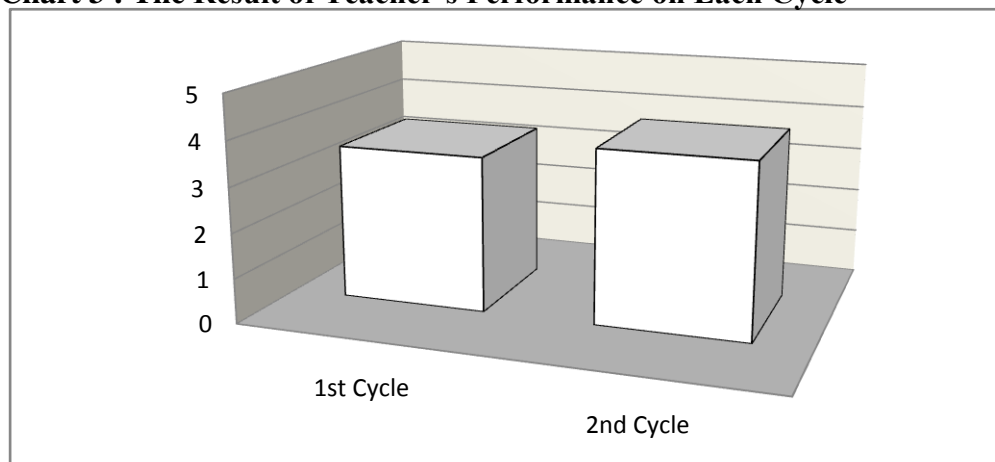
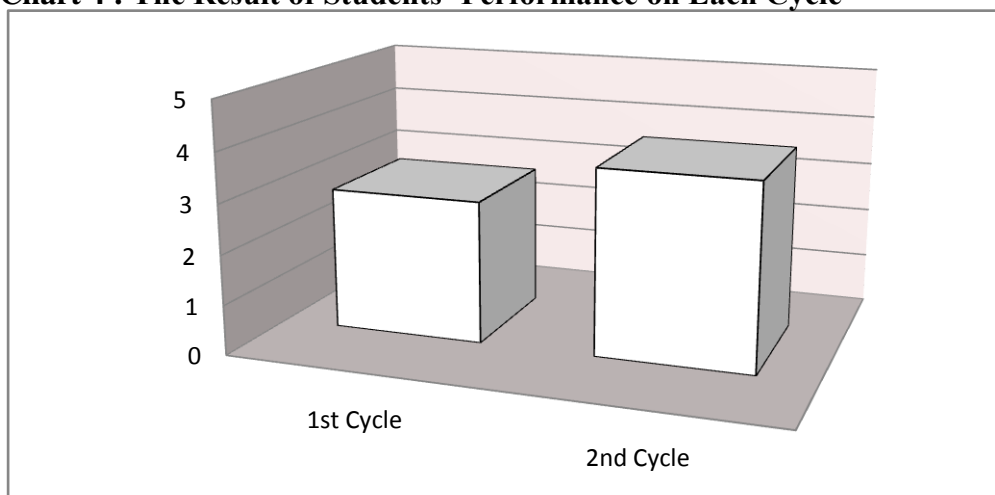


Chart 3 above shows the improvement of the teacher's performance while doing the activity in the classroom. The result of the performance was gathered based on the observaion checklist; and was counted by the mean score formula. In the first cycle, the teacher's performance is 3,47 which categorizedd as a good performance; meanwhile, in the second cycle it improves to 3,86 with a very good performance category.

3. Students' Performance

The students' performance score is also based the observation checklist for observing students' activity. The improvemens happens in the second cycle. The following charts describes the improvements.

Chart 4 : The Result of Students' Performance on Each Cycle



In Chart 4, it can be seen that the students' performance has significantly improved. In the first cycle, the students' performance is only 2,86 which categorized as a poor performance. However, in the second cycle, it improves to 3,72.

4. Students' Comprehension Achievement

Students' comprehension achievement is related to the comprehension in finding main ideas and also moral values, as being focused on this research. From the first cycle to the second cycle, the students' comprehension toward main ideas and moral values is getting better. More students are able to find the main idea and moral value in the second cycle. The improvement can be seen in the following chart:

Chart 5 : The Result of Students' Comprehension Achievement in Each Cycle

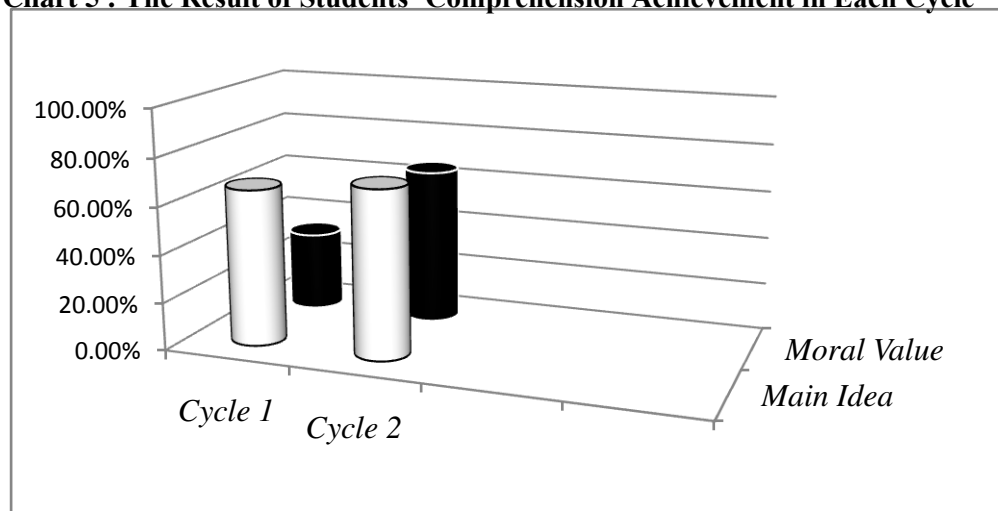


Chart 5 above shows the improvement of students' comprehension in finding main idea and moral value. The white charts are the main idea, and the black ones are the moral values. In the first cycle, the students get 65,71% for main idea, and 33,33% for moral value. Meanwhile, in the second cycle, the results are 70,53% for main idea, and 65,58 for moral values.

b. Discussion

The findings showed that the application of Reciprocal Teaching technique improves the students' reading comprehension on narrative text significantly. The mean score of students' achievement on the test improve from 64.16 in the first cycle to 79.84 with the percentage of students who have passed KKM 90.62%. The result of students' performance and teacher's performance compared with the first cycle also improved to 3.86 for teacher's performance, and 3.72 for students' performance in which both of the performances are categorized as very good performance. Furthermore, the result of students' comprehension on main idea and moral value improve in the second cycle with percentage 70.53% for main idea; and 65.58% for moral value.

The improvements happened because the four roles (questioner, predictor, clarifier, and summarizer) in Reciprocal Teaching were powerful to help the students comprehend the text given. These roles asked the students to think

critically in order to get information as much as they needed to understand the content of the text. Each of the roles had its own function. For example, questioner was to give questions that guided their group to find the information without getting out of context. Then, the predictor gave prediction of the story based on the title or the questions from the questioner. After that, the clarifier gave clarification of what had been predicted by the predictor and also clarified the unfamiliar words to help others knew the story. The last, the summarizer summarized the result of the discussion.

In the classroom implementation, the researcher applied four rounds of Reciprocal Teaching technique. In every round, the students changed their roles. For example, in first round, the students who became questioner would be the predictor in second round; the predictor would be the clarifier; the clarifier would be the summarizer; and the summarizer would be the questioner. The changes were done until the last round and all the students had had played all the roles. The round was aimed to let the students know what the duties of each role were, as well as to eliminate a feeling of jealousy among the students. It was on purpose that the students felt fair in the group since they had the same opportunities to act as the Reciprocal strategies.

While doing the roles for the first time in the first cycle, the students got confused what they needed to do with the strategies; they did not fully understand the function of each roles. Thus, the results of the first cycle were not satisfactory. Besides, the provided time, lack of preparation such as the teacher forgot to bring sufficient handout for all students, and also noise from other classes affected the process in the classroom.

However, in the second cycle, all the activities ran smoothly. The multiplicative inverse or mutual interaction as being expected appeared in the second cycle; since the students had understood their roles, and the problems in the first cycle could be handled by the teacher. In the second cycle, the students knew exactly what they had to do. It was because the teacher modified the activity by presenting a video of Reciprocal and explaining it by giving pauses in important parts. As a result, the students understood much better and the roles became more powerful in helping the students finding the main idea and moral value.

In the second cycle of this research, all the students worked hardly in giving contribution as much as possible through their role in their group. By doing the roles, the students did interaction among them; they could share knowledge, learn independently, and be responsible for their learning. The students also built their confidence to speak English because they felt they were learning together. Hence, based on the improvements of main idea and moral value as described above, it has been clear that Reciprocal Teaching technique improves reading comprehension on narrative text to the Second Grade Student of SMA Negeri 10 Pontianak in Academic Year 2012/2013.

CONCLUSION

Reciprocal Teaching technique has improved the students' reading comprehension on narrative text, especially in finding the main idea and moral value, on the second grade student of SMA Negeri 10 Pontianak in academic year 2012/2013. The improvements are related to both the activeness of process in the

classroom and the students' achievement on the test. Finally, the researcher hopes the result of this research can be a reference for the English teacher to enhance their techniques in teaching, in order to help their students comprehend the text, especially narrative text.

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